

## Outdoor Learning Experience (Birth to 3 years)

<b>Learning experience:</b> Sensory walk	<b>Shared by:</b> Karen Tan and Phang Shu Ann
<b>Environment:</b> Immediate outdoor environment with green grass patch and concrete pathway	<b>Estimated time:</b> 50 to 60 minutes (with transition)
<b>Children’s prior experiences:</b> Children are: <ul style="list-style-type: none"> <li>• aware of their environment and surrounding.</li> <li>• able to transfer their body weight while walking on different types of flooring with minimum support.</li> </ul>	<b>Suitable for:</b> Birth to 3 years old
<b>What children will experience:</b> Children will: <ul style="list-style-type: none"> <li>• experience natural occurrences such as the warm sun and gentle breeze.</li> <li>• experience walking on different tubs/ containers that contain different types materials (sensory walk).</li> </ul>	<b>EYDF Pillars:</b> <ul style="list-style-type: none"> <li>• The Developing Child</li> <li>• The Intentional Programme</li> <li>• The Professional Educarer</li> </ul>
<b>What you will need:</b> <ul style="list-style-type: none"> <li>• Shallow tubs that have non-slip base and are steady while resting on grass patch or concrete pathways.</li> <li>• Different type of natural materials, one type in each tub (e.g. dried leaves, sand, water, soil, ice-cubes, gel balls, leaf stalks)</li> <li>• Loose parts (from indoor and outdoor – see pictures)</li> <li>• Portable speaker and up-beat music for warm up.</li> </ul>	<b>Benefit - Risk Assessment:</b>  <u>Benefit:</u> Children will: <ul style="list-style-type: none"> <li>• explore the natural environment through the activities.</li> <li>• interact with materials /loose parts in their play.</li> <li>• develop physical coordination skills while doing their sensory walk.</li> </ul> <u>Risk:</u> Children: <ul style="list-style-type: none"> <li>• may be hurt by sharp twigs or objects.</li> <li>• may step into uneven holes in the grass patch while walking and running.</li> <li>• may slip and fall over the tubs.</li> </ul>

**Management:**

- Remove sharp objects and twigs; ensure items used will not cut/scratch children's feet.
- Conduct environment scan prior the activity and be familiar with the outdoor space.
- Define the boundaries with tall cones that the children may explore with their materials and space.
- Mark hazard spots with small cones to remind children to stay away.



**How to make it happen:**

**Settling in: 10 minutes (settling in and scan the environment)**

1. Settle the children at a central gathering spot. (Lay a piece of mat /canvas as the gathering spot before the activity)
2. One educator takes children to the cone areas and explain where they can move in the open space. Stay within the cone boundaries.
3. Another educator will set up the sensory walk and place the materials/ loose parts at the gathering spot (or this can be done before the children are brought outdoors).
4. Walk and scan the environment with the children and alert them to the hazard spots to avoid in the grass patch (if any).

**Warm up exercise: 10 minutes**

5. Play the up-beat music and lead the children in a warm-up dance / exercise.

**Main activity: 20 to 25 minutes**

6. Group A: In a small group, teacher demonstrates the sensory walk by lifting one foot higher than the tub's height to cross to another tub.

**Photographs:**



7. Children will be invited to walk from tub to tub.
8. Educarer to support children who need to be held on one hand to complete the sensory walk.
9. Remind the children to keep themselves and others safe when walking across the tubs. Walk in an orderly manner.
10. Interact with the children when they step into each tub.

Example of Key questions:

- How does it feel like to be in the tub with ice cubes/ gel balls/ twigs? Teacher to use descriptive adjectives to explain/describe the sensation children might be feeling.
  - Why do you think it's cold/ sticky/rough?
  - Do you want to try walking without holding on to my hand? (gradual release of responsibility and handholding)
11. Concurrently, Group B explores and plays with loose parts provided for them. E.g. rolling different sizes and texture of balls on the grass patch and concrete floor.

Example of Key questions:

- Did the ball/s roll well on the concrete flooring or grass patch? Why was it easier on the \_\_\_\_\_?
- What did you create using the \_\_\_\_\_? (name the loose parts that the child/children use)
- Group B will take its turn to experience the sensory walk.

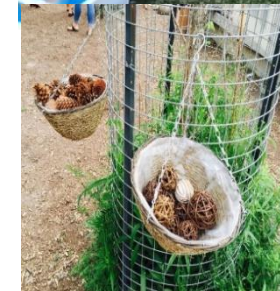
Review with children: 5 minutes

Educарers pose questions to 2 to 3 children by calling their names.

- How did you feel when walking in the tubs?
- How did you balance yourself when walking on those tubs?
- Which tub do you like best? Why?
- How many tubs did you walk on? Do you want to do it again? Why?

Packing up: 10 minutes

- Educарers tidy up the materials and return to class.



Images sources:  
 Google chrome images  
 Pinterest.com